NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.
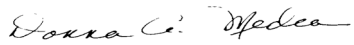
SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: GREATER BRUNSWICK CHARTER SCHOOL	School: GREATER BRUNSWICK CHARTER SCHOOL
CHIEF SCHOOL ADMINISTRATOR: DONNA MEDEA	ADDRESS: JOYCE KILMER AVENUE, NEW BRUNSWICK, NJ
CSA'S E-MAIL: DONNA.MEDEA@GREATERBRUNSWICK.ORG	GRADE LEVELS: K-8
TITLE I CONTACT: GREG ROMERO	PRINCIPAL: DONNA MEDEA
TITLE I CONTACT E-MAIL: GREGORY.ROMERO@GREATERBRUNSWICK.ORG	PRINCIPAL'S E-MAIL: DONNA.MEDEA@GREATERBRUNSWICK.ORG
TITLE I CONTACT PHONE NUMBER: 732.448.1052	PRINCIPAL'S PHONE NUMBER: 732.448.1052

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

☒   I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

___Donna Medea_____   _____ _____   ____7/8/15_____
Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE SUMMARY INFORMATION - *ESEA§1114*

Critical Overview Elements

- The School held _____4_____ (number) of stakeholder engagement meetings.

- State/local funds to support the school were $ 5,844,236, which comprised 100% of the school's budget in 2014-2015.

- State/local funds to support the school will be $ 5,727,820, which will comprise 100 % of the school's budget in 2015-2016.

- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Extended school year	1, 2	15		$ 67,074
Extended school day	1, 2	10, 11, 13		$ 20,369
Family and Community Involvement	1, 2, 3	24, 25, 26, 27	Budget line items do not have visible numbers.	$ 16,077
ELA PD	1	19, 20, 21		$ 22,000
Data analysis PD and services	1, 2	1, 2, 4, 17, 18		$ 19,920
Instructional strategies PD	1, 2	8, 12, 14, 16, 19, 22, 23		$ 12,800
Technology integration	3	3, 5, 6, 7, 8, 9		$ 58,150
ELA instructional resources	1	2, 8, 11, 12, 15, 19, 20, 21, 22, 23		$ 12,283

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.
Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.
Add lines as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Donna Medea	Administrators	Y	Y	Y	
Gregory Romero	Administrators	Y	Y	Y	
Myra Anne Townes	Teachers	Y	Y	Y	
Ana Calderon	Family Involvement	Y	Y	Y	
George Newton	Technology	Y	Y	Y	
Zoe Coleman	Teachers	Y	Y	Y	
Linda Seidenstein	Literacy Coach	Y	Y	Y	
Lynne McGlue	School Nurse	Y	Y	Y	
Chad Schubert	Teaching Assistant	Y	Y	Y	
Lynne Reingold-Hoo	Teaching Assistant	Y	Y	Y	
Vanessa Jones	Administrator	Y	Y	Y	
Isabel Tomas	Parent	Y		Y	

Wendy Moreno	Parent	Y		Y	

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
9/25/14	School offices	Schoolwide Plan Review	Y		Y	
10/8/15	School offices	Schoolwide Plan Review	Y		Y	
12/1/14	School offices	Schoolwide Plan Review	Y		Y	
2/23/15	School offices	Schoolwide Plan Review	Y		Y	
3/16/15	School offices	Schoolwide Plan Review	Y		Y	
4/15/15	School offices	Schoolwide Plan Review	Y		Y	
5/6/2015	School offices	Comprehensive Needs Assessment	Y		Y	
5/27/2015	School offices	Schoolwide Plan Development	Y		Y	
4/14/2015	School offices	Program Evaluation	Y		Y	

Add rows as necessary.

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	We are committed to helping students develop strong academic and social skills in a culture that encourages independence and self-directed learning. Through our academic programs, our staff nurtures the students' intellectual, social, emotional, and physical well-being and provides a well-rounded education of the highest standards.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *
(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?
   Yes, we did implement the program as planned. The data review meeting evolved during the school year.

2. What were the strengths of the implementation process?
   - The overall strengths have been the data meetings involving all staff and administration. These meetings really put the focus on student achievement and growth.
   - Partnership with Rutgers has been very successful. The literacy coach comes twice week to provide support for grades 5-8 in ELA. She has also collaborated with our literacy coach, who works with grades K-4, to set expectations for writing across the grades, something that is needed to increase rigor in instruction.

3. What implementation challenges and barriers did the school encounter?
   - Teacher buy-in is a big challenge, particularly in the areas of lesson planning and data analysis. At this point in the year, most teachers recognize the advantages of data collection and analysis and its effect on instruction.
   - The biggest challenge has been to put systems in place to collect the data so it can be shared with other teachers and administration has access to it all. We want to streamline this process for next year so it is not as labor intensive.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?
   The attention to monthly meetings of the SLC was very helpful to ensure we stayed in line with our vision for the initiatives. It helped us adjust information and processes as we proceeded along the staff buy-in process.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?
   As mentioned above, challenges existed with bringing the staff up to the level of data review needed for effective decision-making. Parents were very receptive to information and the additional programs in place for their benefit through the parent involvement funds.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?
   The staff felt as if more was being put on them, but they also recognized the need to improve instruction and increase rigor. We measured their perceptions through an online survey.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?
   The community was receptive to the programs for the year.   This information was garnered through a survey of parents and community.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?
   Most programs targeted teachers. Those programs were provided in whole staff or small group grade level meetings throughout the year. Interventions for students were implemented in small group sessions, for the most part. Some teaching strategies were implemented in whole group settings or were intended to change whole group instruction to small group instruction.

9. How did the school structure the interventions?
   The interventions were provided to students in small group settings in extended day or extended year structures.

10. How frequently did students receive instructional interventions?
    After school interventions were provided in two ways: the Grades 3-5 program was offered three days a week for the eight weeks prior to the PARCC assessment in March. The Grades 6-8 program was offered three days a week for the entire school year. Also, the summer program was offered four days a week for the month of July.

11. What technologies did the school use to support the program?
    The school used classroom Smart Boards, desktop computers, Chromebooks, Apple laptops, and iPads.

12. Did the technology contribute to the success of the program and, if so, how?
    Yes, technology contributed to the success of the program.
    We increased access to computers, which made it possible for teachers to rely on the technology as a viable partner in their delivery of instruction and learning to students.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

<mark>* Since we do not have the 2014-2015 test scores, we used our spring benchmark scores as a predictor of success on the PARCC tests.</mark>

English Language Arts	2013-2014	*2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	17	11	• The overwhelming majority of our teachers were trained this year in SIOP to assure that we were able to provide support in the general education classroom for ELL students. • We have provided support for at risk students through our RTI program: Tier 1 – guided reading; Tier 2 – leveled literacy Intervention program; Tier 3 – Fast Forward • We purchased a new literacy program that provides materials in both English and Spanish, which supports our teachers in all classes, including the Dual Language Classrooms. • We also provided a eight week after school tutoring program for grades 3-5 to prepare students for the PARCC tests as well as a summer program for selected students.	• We have seen growth with these interventions. The numbers of students who were partially proficient for two years has decreased, but we have also seen increases in DRA scores and benchmark scores. • The Fast Forward program is relatively new (one year) and we have anecdotal evidence of student growth and data documenting progress in the program. • We have only had the new literacy program since December of 2015. DRA results have indicated effective increases in student reading levels. • The data demonstrated that students in the after school program and summer programs, as a group, increased achievement more than those who were not participants in the program.
Grade 5	15	6	See above • We have partnered with Rutgers to provide a literacy coach for grades 5-8.	See above • This is the first year with the literacy coach but she has already had an impact on instruction. The teachers in grades 5-8 have benefited from her support in planning and modeling of instruction.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

English Language Arts	2013-2014	*2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 6	13	7	• The overwhelming majority of our teachers were trained this year in SIOP to assure that we were able to provide support in the general education classroom for ELL students. • We have provided support for at risk students through our RTI program: Tier 1 – directed instruction and one on one intervention; Tier 2 – ICS through our Title I instructors and ELL; Tier 3 – Fast Forward • We have partnered with Rutgers to provide a literacy coach for grades 5-8 • Students had the opportunity to attend a homework help session three days a week after school.	• We have seen growth with these interventions. The numbers of students who were partially proficient for two years has decreased, but we have also seen increases in DRA scores and benchmark scores. • The Fast Forward program is relatively new (one year) and we have anecdotal evidence of student growth and data documenting progress in the program. • This is the first year with the literacy coach but she has already had an impact on instruction. The teachers in grades 5-8 have benefited of her support in planning and modeling of instruction. • The after school homework help program supported students efforts to complete homework and so fewer students had missed homework assignments.
Grade 7	19	8	See above – grade 6	See above – grade 6
Grade 8	12	8	See above – grade 6	See above – grade 6
Grade 11	NA	NA	NA	NA
Grade 12	NA	NA	NA	NA

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	9	12	• The overwhelming majority of our teachers were trained this year in SIOP to assure that we were able to provide support in the general education classroom for ELL students. • We also provided a eight week after school tutoring program for grades 3-5 to	• We have seen growth with these interventions. The numbers of students who were partially proficient for two years has decreased, but we have also seen increases in DRA scores and benchmark scores. • The data demonstrated that students in the after school program and summer programs, as a group, increased achievement more than those who were not

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
			prepare students for the PARCC tests as well as a summer program for selected students. • Study Island was used. • We also provided a eight week after school tutoring program for grades 3-5 to prepare students for the PARCC tests as well as a summer program for selected students.	participants in the program. • This effort has begun on a small scale to gain support through the staff. In those classes in which the structure has been changed, student engagement has increased, time on activities has increased, and collaborative work among students has improved. The data revealed aggregate increases in achievement scores in all grade levels. • The data demonstrated that students in the after school program and summer programs, as a group, increased achievement more than those who were not participants in the program.
Grade 5	4	5	• Study Island was used. • We also provided a eight week after school tutoring program for grades 3-5 to prepare students for the PARCC tests as well as a summer program for selected students.	• The data revealed aggregate increases in achievement scores in all grade levels. • The data demonstrated that students in the after school program and summer programs, as a group, increased achievement more
Grade 6	3	4	• Study Island was used. • Students had the opportunity to attend a homework help session three days a week after school as well as a summer program for selected students..	• The data revealed aggregate increases in achievement scores in all grade levels. • The data demonstrated that students in the after school program and summer programs, as a group, increased achievement more. • The after school homework help program supported students efforts to complete homework and so fewer students had missed homework assignments.
Grade 7	5	5	• Small group, differentiated instruction in classes. • Study Island was used. • Students had the opportunity to attend a homework help session three days a week after school as well as a summer	• This effort as begun on a small scale to gain support through the staff. In those classes in which the structure has been changed, student engagement has increased, time on activities has increased, and collaborative work among students has improved. • The data revealed aggregate increases in achievement

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
			program for selected students..	scores in all grade levels. • The after school homework help program supported students efforts to complete homework and so fewer students had missed homework assignments.
Grade 8	17	12	• Small group, differentiated instruction in classes. • Study Island was used. • Students had the opportunity to attend a homework help session three days a week after school as well as a summer program for selected students.	• This effort as begun on a small scale to gain support through the staff. In those classes in which the structure has been changed, student engagement has increased, time on activities has increased, and collaborative work among students has improved. • The data revealed aggregate increases in achievement scores in all grade levels. • The after school homework help program supported students efforts to complete homework and so fewer students had missed homework assignments.
Grade 11	NA	NA	NA	NA
Grade 12	NA	NA	NA	NA

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten	NA	NA		
Kindergarten			• Small group, differentiated instruction in classes.	• This structure is conveyed through Guided Reading instruction. • DRA scores showed increases of a year or more, on average, in reading levels of students in the grade level.
Grade 1			• Small group, differentiated instruction in classes.	• This structure is conveyed through Guided Reading instruction.

				• DRA scores showed increases of a year or more, on average, in reading levels of students in the grade level
Grade 2				
Grade 9	NA	NA	NA	NA
Grade 10	NA	NA	NA	NA

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten	NA	NA		
Kindergarten				
Grade 1				
Grade 2	5	7	• Small group, differentiated instruction in classes. • Study Island was used.	Increases in scores between pre-and post-tests were evident for students, on average.
Grade 9	NA	NA	NA	NA
Grade 10	NA	NA	NA	NA

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Same information as included for All Students below			
Math	Students with Disabilities	Same information as included for All Students below			
ELA	Homeless				
Math	Homeless				
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	Staff for PD, assessment, outreach, translation		Increase, on average, of 0.5 points in ACCESS for ELLS test at the appropriate levels.	These results will not be available until mid-summer.
Math	ELLs	Same information as included for All Students below			
ELA	Economically Disadvantaged	Same information as included for All Students below			
Math	Economically Disadvantaged	Same information as included for All Students below			
ELA	All Students	Data review meetings of teachers after each major assessment		1. Meeting sign-in logs 2. Data decisions made from analysis of data leading up to and during	1. 100% of teachers attended 2. Teachers documented instructional decisions made from Guided Reading data, from NJASK data, and unit

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1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				the meetings 3. 80% of students will increase achievement by at least one grade level on the DRA2 assessment in Grades K-6. 4. 5% increase in aggregate student achievement in semi-annual reading assessments in Grades 7-8. 5. 5% increase in aggregate student achievement in semi-annual writing assessments in Grades K-8.	assessment data and recorded those decisions in meeting minutes. 3. 80.3% of students increased by at least one grade level 4. 11% increase in reading scores 5. 15% increase in upper elementary grades 90% increase in lower elementary grades was
ELA	All Students	Data review during in-service day in September		1. Meeting sign-in logs 2. Learning goals set by teachers for students in their classrooms 3. Goals set by teachers for changes in their practice based on previous year's data findings.	1. 100% of teachers attended 2. Teachers established Focus for Instruction points for each student based on DRA assessments in the Fall of 2014 3. 100% of teachers established goals for new instructional practice at the outset of the year
ELA	All Students	Data review during in-service day in September		5% increase in proficiency on semi-annual reading and writing benchmark assessments from mid-year to end of year assessments	92.3% of students achieved an increase of 5% on the semi-annual writing benchmark assessments
ELA	All Students	Positive Behavior Support, Grades 6 to 8		1. 10% decrease in the number of students missing ELA class for	1. There was a 67% decrease in the number of ELA classes missed as a result of

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				behavior or discipline issues. 2. 5% increase in homework completion rate as a result of it being an element in the reward system.	discipline issues 2. 85% of all homework assignments were reported as being completed. This represents an increase over the previous year of 7-12% depending on how the baseline measure is taken from 2013-2014.
Math	All Students	Data review meetings of teachers after each major assessment		1. Meeting sign-in logs 2. Instructional decisions are made from analysis of data leading up to and during the meetings 3. 5% increase in aggregate student achievement in semi-annual math assessments	1. 100% of teachers attended 2. Teachers documented instructional decisions made from pre-/post-test data, Study Island data, NJASK data, and unit assessment data and recorded those decisions in meeting minutes. 3. 17% increase in math scores
Math	All Students	Data review during in-service day in September		1. Meeting sign-in logs 2. Learning goals are set by teachers for students in their classrooms 3. Goals set by teachers for changes in their practice based on previous year's data findings.	1. 100% of teachers attended 2. Teachers established learning goals for students based on initial Study Island assessments and revised them at mid-year. 3. 100% of teachers established goals for new instructional practice at the outset of the year

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Same information as included for All Students below			
Math	Students with Disabilities	Same information as included for All Students below			
ELA	Homeless	NA			
Math	Homeless	NA			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	Same information as included for All Students below			
Math	ELLs	Same information as included for All Students below			
ELA	Economically Disadvantaged	Same information as included for All Students below			
Math	Economically Disadvantaged	Same information as included for All Students below			
ELA	All Students	SPARK		Students non-proficient on the NJASK attending the SPARK program perform at a higher rate of proficiency on the semi-annual reading and writing assessments than students non-proficient on the NJASK who do not attend the program.	Students attending the SPARK averaged no increase above than the students not participating in the summer program.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	All Students	Summer Academy		Students non-proficient on the NJASK attending the SPARK program perform at a higher rate of proficiency on the semi-annual reading and writing assessments than students non-proficient on the NJASK who do not attend the program.	Students attending the summer program averaged an increase of 1.40% higher than the students not participating in the summer program.
Math	All Students	SPARK		Students non-proficient on the NJASK attending the Summer Academy program perform at a higher rate of proficiency on the semi-annual mathematics assessments than students non-proficient on the NJASK who do not attend the program.	Students attending the SPARK averages an increase of 4% higher than the students not participating in the summer program.
Math	All Students	Summer Academy		Students non-proficient on the NJASK attending the Summer Academy program perform at a higher rate of proficiency on the semi-annual mathematics assessments than students non-proficient on the NJASK who do not attend the program.	Students attending the summer program average an increase of 1.45% higher than the students not participating in the summer program.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Same information as included for All Students below			
Math	Students with Disabilities	Same information as included for All Students below			
ELA	Homeless				
Math	Homeless				
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	Same information as included for All Students below			
Math	ELLs	Same information as included for All Students below			
ELA	Economically Disadvantaged	Same information as included for All Students below			
Math	Economically Disadvantaged	Same information as included for All Students below			
ELA	All Students	September and ongoing training for teachers in methods for the collections of school-wide and classroom data for individuals and aggregate data and		1. Training session sign-in logs 2. Review of data and teacher input	1. 94% of teachers attended sessions 2. Teachers listed 18 practices they planned to adopt in their classroom to impact student learning. Specific practices were identified by as many as 83% of teachers. Some were identified by as few as 4$ of teachers.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		making decisions on data outcomes.			
ELA	All Students	New teacher orientation on the effective use and function of school-wide systems for collecting and archiving data.	Y	1. Training session sign-in logs 2. Consistent use by all new teachers of all school systems.	1. 100% of teachers attended sessions 2. 100% exhibited competence in using all on-line systems used by the school.
ELA	All Students	Early and ongoing training in differentiating instruction through small groups, cooperative learning, and academic interventions.	Y	1. Training session sign-in logs 2. Lesson plans 3. Observation of lessons	1. 91% of teachers attended sessions 2. Only 15% of lesson plans indicated that small group strategies were used. 19% of lesson plans indicated that cooperative learning was used. 11% of lesson plans indicated that academic interventions were used. 20% of lesson plans indicated that computers were used. 3. 75% of formal classroom observations found small group strategies being used. 5% of formal classroom observations found cooperative learning strategies being used. 70% of formal classroom observations found academic intervention strategies being used.
ELA	All Students	Early and ongoing		1. Training session sign-in	1. 91% of teachers attended sessions

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		training in de-escalation of classroom disruptive incidents and anti-bullying strategies.		logs. 2. 20% decrease in HIB and major classroom disruptions.	2.

ELA	All Students	Professional development on integrating laptops into classroom instruction		1. Training session sign-in logs
				2. Evidence of computer use
				  • laptop sign-out sheets
				  • Lesson plans
				  • Observations
					1. 68% of teachers attended sessions
					2. 30% of classroom observations found computers integrated into instruction.

ELA	All Students	Professional development on saving, storing, and accessing writing drafts.		1. Training session sign-in logs 2. Review of student online files and teacher lesson plans	1. 68% of teachers attended sessions 2. 76% of all students have writing samples stored online.
Math	All Students	Training for teachers in methods for the collections of school-wide and classroom data for individuals and aggregate data and making decisions on data outcomes.		1. Training session sign-in logs 2. Data collection and review	1. 100% of teachers attended sessions 2. During sessions, NJASK and Unit Assessment results were brought for the discussion
Math	All Students	Early and ongoing training in differentiating instruction through small groups, cooperative learning,		1. Training session sign-in logs 2. Lesson plans 3. Observation of lessons	1. 93% of teachers attended sessions 2. Only 23% of lesson plans indicated that small group strategies were used. 24% of lesson plans indicated that cooperative learning was used.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		and academic interventions.			17% of lesson plans indicated that academic interventions were used. 30% of lesson plans indicated that computers were used 3. 91% of formal classroom observations found small group strategies being used. 45% of formal classroom observations found cooperative learning strategies being used. 36% of formal classroom observations found academic intervention strategies being used.
Math	All Students	New teacher orientation on the effective use and function of school-wide systems for collecting and archiving data.		1. Training session sign-in logs 2. Ongoing use of the systems	1. 100% of teachers attended sessions 2. 100% exhibited competence in using all on-line systems used by the school.
Math	All Students	Early and ongoing training in de-escalation of classroom disruptive incidents and anti-bullying strategies.		1. Training session sign-in logs. 2. 20% decrease in HIB and major classroom disruptions.	1. 93% of teachers attended sessions 2. There was a 90% decrease in the number of HIB incidents during the school year.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Family and Community Engagement **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Same information as included for All Students below			
Math	Students with Disabilities	Same information as included for All Students below			
ELA	Homeless	NA			
Math	Homeless	NA			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	Same information as included for All Students below			
Math	ELLs	Same information as included for All Students below			
ELA	Economically Disadvantaged	Same information as included for All Students below			
Math	Economically Disadvantaged	Same information as included for All Students below			
ELA	All Students	Improve parent understanding of the educational programs including: English classes for Spanish parents How to help with homework Reading		1. 15% increase in volunteer attendance 2. 6% difference in growth between students of parents who participate above those whose parents do not participate	1. There was a 136% increase in the number of parent volunteers over the previous school year 2. There was not a significant increase in proficiency performance

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		comprehension strategies			
Math	All Students	Improve parent understanding of the educational programs including: Math concepts in the Common Core How to help with homework Learning through gaming	Y	1. 15% increase in volunteer attendance 2. 6% difference in growth between students of parents who participate above those whose parents do not participate	1. There was a 136% increase in the number of parent volunteers over the previous school year 2. There was not a significant increase in proficiency performance
All	All Students	Provide useful refreshments, transportation, and babysitting services to reduce barriers to participation.	Y	1. 15% increase in parent attendance 2. A total of 30 different families represented during the Family Learning Nights. 3. An increase of 1 score point on a five point rubric between the pre and post-activities survey	1. There was a 136% increase in the number of parent volunteers over the previous school year 2. 69 different families were represented at Family Learning Nights 3. Although the programs were well received, this data was not collected in a meaningful way.
All	All Students	Create partnerships with businesses to provide loyalty incentives for repeated and frequent attendance at program events.	Y	1. 15% increase in parent attendance 2. A total of 30 different families represented during the Family Learning Nights. 3. An increase of 1 score point on a five point	1. There was a 136% increase in the number of parent volunteers over the previous school year 2. 69 different families were represented at Family Learning Nights 3. Although the programs were well received, this data was not collected in a meaningful way.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

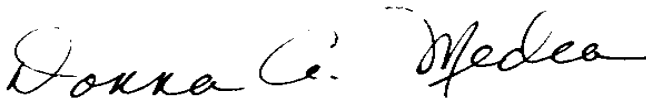| 1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				rubric between the pre and post-activities survey	
All	All Students	Use an integrated voice and digital communication system to extend and track communication to parents and the community and their interests for use in ad hoc and ongoing committee settings and skill development needs.	Y	1. 15% increase in parent attendance 2. A total of 30 different families represented during the Family Learning Nights. 3. An increase of 1 score point on a five point rubric between the pre and post-activities survey	1. There was a 136% increase in the number of parent volunteers over the previous school year 2. 69 different families were represented at Family Learning Nights 3. Although the programs were well received, this data was not collected in a meaningful way.
All	All Students	Implement language translation services for printed and verbal communications.		1. 15% increase in attendance by non-English speaking parents 2. A total of 10 additional families of non-English speakers represented during the Family Learning Nights.	1. There was a 136% increase in the number of parent volunteers over the previous school year 2. 69 different families were represented at Family Learning Nights

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

☒ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

___Donna Medea_____   _____ _____   _____7/8/15_____
Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	DRA Study Island Kindergarten interview	Only 80.3 % of students are gaining a full year on their reading level during one year of instruction. General education students not involved in additional instruction time programs are showing only an 11% gain in achievement over the course of a school year. 72% of students are entering the school demonstrate deficiencies in reading and math.
Academic Achievement - Writing	School writing grade Pre-, post-unit writing sample	There is no common measure for writing achievement in students. There is no consistent system for measuring growth in writing skills through the school year.
Academic Achievement - Mathematics	Study Island Unit tests	General education students not involved in additional instruction time programs are showing only a 17% gain in achievement over the course of a school year. Unit test results indicate a gap between classroom expectations and expectations embedded in the Common Core State Standards.
Family and Community Engagement	Attendance rosters Feedback forms	While sessions were well attended and information, the plans to measure their success were not as effective as planned. Programs were scheduled, at times to compete with each other for attendees.

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Professional Development	Implementation rates in instruction Student achievement	Approximately 47% of professional development programs regarding strategies for improved instruction has been effectively implemented by classroom teachers. Student achievement as measured by Study Island achievement increases and DRA assessments, as listed above, need improvement.
Leadership	Implementation rates for PD Student achievement	Approximately 47% of professional development programs regarding strategies for improved instruction has been effectively implemented by classroom teachers. Student achievement as measured by Study Island achievement increases and DRA assessments, as listed above, need improvement.
School Climate and Culture	HIB reports Discipline records	HIB reports are down dramatically from the previous year. Classroom disruptions are 74% from the previous year.
School-Based Youth Services	NA	
Students with Disabilities	As above	
Homeless Students	As above	
Migrant Students	NA	
English Language Learners	ACCESS for ELLs Entrance WIDA exam	SIOP and best practice professional development were implemented effectively. Scheduling time for staff to enhance their practice in an ongoing manner throughout the school year was a challenge. A measure for English language acquisition throughout the school year is needed to ensure students are progressing on pace to be successful.
Economically Disadvantaged	As above	

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment?
    The SLC reviewed student achievement data; surveyed staff, parents, and students; then met to consider the priorities for the upcoming school year.

2. What process did the school use to collect and compile data for student subgroups?
    The data for subgroups, with the exception of ELLs was nearly the same as for all students.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?
    Measures, such as the DRA, textbook assessments, and WIDA tests are all well recognized assessments of student achievement.

4. What did the data analysis reveal regarding classroom instruction?
    Instruction has improved achievement, but there is more distance to go to meet the goals of the program.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)
    Professional development, over the past two years, has impacted classroom instruction, but there is not yet sufficient movement to celebrate success. More is needed and planned for the upcoming school year.

6. How does the school identify educationally at-risk students in a timely manner?
    The school uses an RTI model to identify students and provide them with augmented learning services.

7. How does the school provide effective interventions to educationally at-risk students?
    The school provides homework help to middle school students, after school tutoring to students in Grades 3 to 5, and a Summer Academy for all students identified at the end of the school year.

8. How does the school address the needs of migrant students?
    NA

9. How does the school address the needs of homeless students?

The school provides individual assistance to students regarding homeless issues and provides the same services for academic achievement as general education students receive.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?
    The teachers meet each week in grade level and other subgroup meetings to discuss issues, review data, and consider options for solutions. The teaching staff is also represented on the School Leadership Committee that develops the Schoolwide Plan. Also, all teachers were surveyed on a variety of topics as a contribution to this plan development.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?
    The school is a K to 8 program. Transition points between those grades are part of the normal articulation process for teachers and the usual grade promotion process for students.

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?
    The SLC reviewed data, both numerical and anecdotal, reviewed survey results. Then the committee collaborated to determine the issues facing the school. From those, the priority problems were selected as those that would benefit from Title I funding and measurement processes.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Assessments and rigor in Reading and Writing	Assessments and rigor in math
Describe the priority problem using at least two data sources	• Reading achievement increases in DRA and Study Island have not met goals of the school. • There is not a consistent system for measuring writing skill development by students.	• Study Island has shown there is a significant gap between the achievement of the majority of the school population and the achievement of those receiving specific, additional instruction in extended day or year programs. • Unit Assessments undertaken at specific grades have shown major gaps between the expectations of teachers and the Common Core State Standards.
Describe the root causes of the problem	• There is a gap between the expectations of many teachers and the cognitive requirements of the Common Core State Standards. • A common rubric for writing is not in current use in the school. This causes different levels of writing skill to be accepted by teachers as sufficient. • Instructional time allocation during the school day is not maximized.	• The gap in expectations is significant. • There has not been a common measure of math achievement across each grade level. • Instructional time allocation during the school day is not maximized.
Subgroups or populations addressed	All students	All students
Related content area missed (i.e., ELA, Mathematics)	ELA	Math
Name of scientifically research based intervention to address priority problems	• Schoolwide Common Assessments • Higher Expectations • Common Writing Rubric	• Schoolwide Common Assessments • Higher Expectations

How does the intervention align with the Common Core State Standards?	All assessments, expectations, and rubrics will be aligned to the Common Core State Standards.	All assessments and expectations will be aligned to the Common Core State Standards.

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Integration and effective implementation of technology in the instructional process	
Describe the priority problem using at least two data sources	Computer and technology resources are underutilized. This was measured through • Sign-out sheets for portable resources, and • Through a review of lesson plans and observations of instruction showing a lower rate for the use of instructional technology than has been set as a goal by the school.	
Describe the root causes of the problem	• Teachers are not as comfortable with the available technology as they need to be. • Students don't receive enough practice with technology resources to effectively use them for better learning. • Students don't always have access to technology for learning during the school day to effectively rely on technology as a standard part of the learning process.	
Subgroups or populations addressed	All students	
Related content area missed (i.e., ELA, Mathematics)	ELA, Math	
Name of scientifically research based intervention to address priority problems	Increased embedded training for students and teachers on the efficient and effective use of technology resources.	
How does the intervention align with the Common Core State	All instruction will focus on the Common Core State Standards or the skills necessary to effectively	

Standards?	demonstrate competence in them.	

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

2015-2016 Interventions to Address Student Achievement

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ESEA §1114(b)(I)(B) <u>*strengthen the core academic program in the school*</u>;					
ELA	Students with Disabilities	As listed below for all students			
Math	Students with Disabilities	As listed below for all students			
ELA	Homeless	As listed below for all students			
Math	Homeless	As listed below for all students			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	As listed below for all students			
Math	ELLs	As listed below for all students			
ELA	Economically Disadvantaged	As listed below for all students			
Math	Economically Disadvantaged	As listed below for all students			

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

		ESEA §1114(b)(I)(B) <u>strengthen the core academic program in the school</u>;			
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
#1 ELA	All Students	*Establish unit assessments at each grade level aligned with the state's Model Curriculum and Common Core State Standards.	Director	• At least five unit assessments are administered. • A unit review session is held at the beginning of each unit. • Data review sessions are held with teachers following each administration. • Students are grouped for intervention as needed • The success rate of students trend up as the year progresses	WWC Review of the Report "The Impact of Indiana's System of Interim Assessments on Mathematics and Reading Achievement"
#2 ELA	All Students	*Establish unit based writing samples to be scored using a common, schoolwide rubric adjusted for grade level standards	Literacy coach	• Rubrics are established • The rubrics are used to score, at least, unit assessment writing samples. • The success rate of students trend up as the year progresses	Elementary School Writing Practice Guide Review Protocol
#3 ELA	All Students	*Implement adaptive and other instructional learning systems to ensure increased rigor in subject content	Supervisor	• A system is selected • 85% of students who attend school at least 90% of school days, reach their school year growth expectation as measured within the system.	Interactive Online Learning on Campus: Testing MOOCs and Other Platforms in Hybrid Formats in the U
#4 Math	All Students	*Establish unit assessments at each grade level aligned with the state's Model Curriculum and Common Core State Standards.	Director	• At least five unit assessments are administered. • A unit review session is held at the beginning of each unit. • Data review sessions are held with teachers following each administration. • Students are grouped for intervention as needed • The success rate of students trend up as the year progresses	WWC Review of the Report "The Impact of Indiana's System of Interim Assessments on Mathematics and Reading Achievement"

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) *strengthen the core academic program in the school*;					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
#5 Math	All Students	*Implement an adaptive instructional learning system to ensure increased rigor in subject content	Supervisor	• A system is selected • 85% of students who attend school at least 90% of school days, reach their school year growth expectation as measured within the system.	Interactive Online Learning on Campus: Testing MOOCs and Other Platforms in Hybrid Formats in the U
#6 All	All students Grades 3 to 5	Establish a 45 min. computer applications period 1 day/week to focus students on requisite skills for 21st Century learning.	Asst. Director	• The schedule is established with a Computer Applications special class each week for Grades 3 to 5. • The class meets 85% of all weeks during the year. • 85% of all students will score at 80% or above on a test of computer application skills from NJTAP	Benefits of Computer-Aided Instruction Study
# 7 ELA / Math	All students Grades 6 to 8	Establish a program in which during 1 pd/wk, each teacher uses a class set of computers for computer applications and 21st Century learning methods with the assistance of a technology specialist	Asst. Director	• The schedule is established with a period in each subject teacher's schedule for one class a week with a class set of computers for applications. • The computer specialist is scheduled with the teacher and the class for each of those classes. • The class meets 85% of all weeks during the year. • 85% of all students will score at 80% or above on a test of computer application skills from NJTAP	Benefits of Computer-Aided Instruction Study
#8 ELA / Math	All students Grades 6 to 8	Expand the use of Google Classroom structures for the delivery of instruction and storage of student products.	Asst. Director	At least two teachers use Google Classroom for 30% of their instruction.	Benefits of Computer-Aided Instruction Study

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) <u>*strengthen the core academic program in the school*</u>;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
#9 ELA / Math	One class Grades 4, 5, 6, 7, or 8	Establish a 1 to 1 computer program with one teacher as a pilot.		• One teacher will establish a 1 to 1 computer program with her students. • 20% of classroom lessons will be computer based. • 60% of classroom assessments will be administered on line. • 85% of all students will score at 80% or above on a test of computer application skills from NJTAP.	Benefits of Computer-Aided Instruction Study

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	As listed below for all students			
Math	Students with Disabilities	As listed below for all students			
ELA	Homeless	As listed below for all students			
Math	Homeless	As listed below for all students			
ELA	Migrant	NA			
Math	Migrant	NA			
#10 ELA	ELLs	Establish an after school tutoring program focused on English language acquisition	Supervisor	English language acquisition in identified deficiencies for each student will improve, on average, by 40% over a 4 week instruction period as measured with a pre- and post-test.	English Language Learners Evidence Review Protocol
Math	ELLs	As listed below for all students			
ELA	Economically Disadvantaged	As listed below for all students			
Math	Economically Disadvantaged	As listed below for all students			

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
#11 ELA	All Students Grades 3 to 5	Revise the after school tutoring program to 2-day/wk, 1hr/day, sessions focused on deficiencies identified in the Unit Assessment in the 3 weeks following the Unit Assessment	Director	Students will, on average, finish a three week session with a proficiency rate of 75% on skill deficiencies identified in the unit assessment.	What new research on extended school day says
#12 ELA	All Students Grade 6 to 8	Revise the Study Hall to a 30 min/day program focused on deficiencies from the Unit Assessment that provides Intervention or Enrichment to students based on their Unit Assessment Results.	Supervisor	Students will, on average, finish each six week session of classes with a proficiency rate of 75% on skill deficiencies identified in the unit assessment.	What new research on extended school day says
#13 Math	All Students Grades 3 to 5	Revise the after school tutoring program to 2-day/wk, 1 hr/day, sessions focused on deficiencies identified in the Unit Assessment for the 3 weeks following the Unit Assessment	Director	Students will, on average, finish a three week session with a proficiency rate of 75% on skill deficiencies identified in the unit assessment.	What new research on extended school day says
#14 Math	All Students Grade 6 to 8	Revise the Study Hall to a 30 min/day program focused on deficiencies from the Unit Assessment that provides Intervention or Enrichment to students based on their Unit Assessment Results.	Supervisor	Students will, on average, finish each six week session of classes with a proficiency rate of 75% on skill deficiencies identified in the unit assessment.	Response to Intervention (RtI) in Early Reading and Mathematics: Moving Evidence on What Works into Practice
#15 ELA & Math	All Students Grades 1 to 8	Continue summer school programming in ELA and Math	Director	Students enrolled in the program will demonstrate 10% improved proficiency when comparing program pre-test and post-test results in Ela and Math	How Summer Programs Can Boost Children's Learning

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	As listed below for all students			
Math	Students with Disabilities	As listed below for all students			
ELA	Homeless	As listed below for all students			
Math	Homeless	As listed below for all students			
ELA	Migrant	NA			
Math	Migrant	NA			
#16 ELA Math	ELLs Grades 3 to 8	Continue SIOP training for all teachers of ELL students	Supervisor	• 80% of teacher lesson plans will have language acquisition objectives. • ELL students, on average, will score at the grade level average on vocabulary acquisition assessments	Sheltered Instruction Observation Protocol® (SIOP®)
ELA	Economically Disadvantaged	As listed below for all students			
Math	Economically Disadvantaged	As listed below for all students			

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)

#17 ELA	All teachers	Continue PD in data and item analysis	Director	• Data analysis sessions are held after each subject unit assessment
				 • Teachers identify in each review:
				   o Student deficiencies,
				   o 1 Instructional area for improvement, and
				   o 1 Curriculum areas for improvement
					Guide To Using Data in School Improvement Efforts

#18 ELA	All teachers	Provide PD in using data to form flexible groups	Director	Teachers utilize small groups based on deficiencies identified in data reviews of unit assessments in 90% of all lessons in the two weeks following each data review.	Differentiation Through Flexible Grouping - Learning Point ...
#19 ELA	All teachers	Provide PD for developing lesson plans that differentiate instruction using small groups.	Director	Teachers differentiate instruction utilizing small groups based on deficiencies identified in data reviews of unit assessments in 90% of all lessons in the two weeks following each data review.	Differentiated instruction, curriculum, assessment
#20 ELA	All teachers	Provide PD on the use of rubrics for scoring writing.	Director	• The developed rubrics are used for scoring, at least unit assessments. • Scoring is consistent between two evaluators, by the January assessment to the level of discrepancy, on average, of less than .5 score points on the rubric.	Writing Rubrics & Scoring Tools
#21 ELA	All teachers	Provide PD on Standards expectations, strategies to grow students to them, and objective formative classroom assessment of students.	Director	Student achievement on major classroom tests will correlate to achievement results on unit assessments to within an average of a 10% proficiency rate.	Characteristics of a Rigorous Classroom

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
#22 ELA	All teachers	Provide PD on questioning strategies for higher order thinking	Director	• Prompts in classroom observations will contain 25% of questions in one of the 4 higher levels of cognitive thinking in Blooms Taxonomy. • Prompts on written classroom assessments will contain 40% of questions in one of the 4 higher levels of cognitive thinking in Blooms Taxonomy.	Questioning In The Classroom Effective Teaching Strategies
#23 ELA	All teachers Grades 6 to 8	Provide PD on effective, subject-based enrichment activities	Supervisor	Teachers provide meaningful, standards based, thematic enrichment units for students in the Grades 6-8 "Flex Period".	Extension & Enrichment Activities for Grades K-12

Use an asterisk to denote new programs.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*
(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?
   The School Leadership Committee will evaluate the program, meeting at least once every two months.

2. What barriers or challenges does the school anticipate during the implementation process?
   Teacher acceptance of new paradigms.
   Time for professional development.
   Implementation rates of teachers using new strategies and models.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?
   The value of each initiative will be shared with staff while pace and strategies for implementation will be developed together with staff. Progress will be continuously monitored and slowing the pace, speeding the pace, or re-teaching key elements for each initiative will be undertaken as needed.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?
   Anecdotal evidence will be collected between survey opportunities.

5. What measurement tool(s) will the school use to gauge the perceptions of the community?
   An on-line survey will be developed to measure the understanding of, perceptions of, and impact on the community.

6. How will the school structure interventions?
   Some, as indicated, will be provided after school in the time frames listed in the Reform Strategies tables. Others will be implemented during classroom instruction. PD will be provided during pre-established PD afternoons each week.

7. How frequently will students receive instructional interventions?
   Students will receive some interventions in the time frames listed in the Reform Strategies table. Others will be implemented every school day.

8. What resources/technologies will the school use to support the schoolwide program?
   Textbooks, the Model Curriculum, the Common Core Standards, classroom computers, Smart Boards, Chromebooks, iPads, and Google services will all be used to support the program.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?
   The quantitative data to be used to measure the effectiveness of the interventions are identified in the Reform Strategies table for each intervention.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?
    The program evaluation will be disseminated to staff during Faculty Meetings. It will be disseminated to parents during Family Learning Nights.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services	

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	As listed below for all students			
Math	Students with Disabilities	As listed below for all students			
ELA	Homeless	As listed below for all students			
Math	Homeless	As listed below for all students			
ELA	Migrant	NA			
Math	Migrant	NA			
#24 ELA	ELLs	Latino Family Literacy Project	Family Coordinator	Participants will increase one score point on a five point rubric measuring knowledge on the session's topic.	Parent involvement is a key component of student academic success.
Math	ELLs	As listed below for all students			
ELA	Economically Disadvantaged	As listed below for all students			
Math	Economically Disadvantaged	As listed below for all students			

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
#25 ELA/Math	All Students	Latino Family Literacy Project	Family Coordinator	Participants will increase one score point on a five point rubric measuring knowledge on the session's topic.	Parent involvement is a key component of student academic success.
#26 ELA/Math	All Students	Programs to Facilitate Parental Support of Student academic work	Family Coordinator	Participants will increase one score point on a five point rubric measuring knowledge on the session's topic.	Parent involvement is a key component of student academic success.
#27 ELA/Math	All Students	Information sessions on the School Academic Program	Family Coordinator	Participants will increase one score point on a five point rubric measuring knowledge on the session's topic.	Parent involvement is a key component of student academic success.

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?
   The program will inform on the issues facing the school and the methods being used to address those issues. It will also impart strategies to facilitate parents supporting their child's academic growth.

2. How will the school engage parents in the development of the written parent involvement policy?
   The school will seek parent input during the September Family Learning Night session.

3. How will the school distribute its written parent involvement policy?
   The school will distribute the policy at the Open House, at the Family Learning Nights in October, and through student distribution. It will also be posted on the school's website.

4. How will the school engage parents in the development of the school-parent compact?
   The school will seek parent input during the Family Learning Night session.

5. How will the school ensure that parents receive and review the school-parent compact?
   The school will distribute the compact at the Open House, at the Family Learning Nights in October, and through student distribution. It will also be posted on the school's website.

6. How will the school report its student achievement data to families and the community?
   The school will report it during the Open House and post it on the school's website.

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?
   The school will report it during the Open House and post it on the school's website.

8. How will the school inform families and the community of the school's disaggregated assessment results?
   The school will report it during the Open House and post it on the school's website.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?
   The school will seek parent input during the Spring 2016 Family Learning Night sessions. Parents will be surveyed on-line for feedback and ideas. Parents are also represented on the School Leadership Committee

10. How will the school inform families about the academic achievement of their child/children?
   The school will distribute academic achievement results of each child to their parent through the mail.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?
   The funds will be used for Family Learning Night activities, communications to parents and the community, and website resources.

Provide a separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	27	NA
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	1	
	0%	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	11	NA
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	0	
	0%	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
NA	NA